



# **Reform Redesign Report**

Palmer Park Preparatory Academy

Detroit City School District

Ms. Bessie Harris  
3901 MARGARETA ST  
DETROIT, MI 48221-2260

# TABLE OF CONTENTS

Introduction.....	1
-------------------	---

## **Executive Summary**

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	6
-----------------------	---

Notable Achievements and Areas of Improvement.....	8
--	---

Additional Information .....	9
------------------------------	---

## **Transformation Redesign Diagnostic**

Introduction.....	11
-------------------	----

PART A: REFORM TEAM PERSONNEL.....	12
------------------------------------	----

PART B: TEACHING AND LEARNING PRIORITIES.....	13
---	----

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	16
---	----

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES.....	22
--	----

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT.....	24
---	----

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT.....	26
--	----

## **Assurances Report**

Michigan Department of Education Assurances.....	29
--	----

Priority Assurances.....	29
--------------------------	----

## **Introduction**

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Palmer Park Preparatory Academy, a Detroit Public School, (formerly known as Emma Stark Hampton and Barbara Jordan Elementary-Middle School, respectively) is located at 3901 Margareta, Detroit, Michigan 48221. We are nestled in the heart of the University District of Detroit. This neighborhood spans one mile west of Woodward Avenue and south of its namesake, the University of Detroit Mercy (UDM). The neighborhood is bounded on the north by residential Seven Mile Road; on the south by McNichols Road and the UDM campus; and on the east by the Detroit Golf Club. We are located in the University District of Detroit in vicinity of "The Avenue of Fashion." Surrounding communities include the Golf Club Estates, Palmer Woods, Green Acres, Sherwood Forest, Bagley Community, and Martin Park. All are part of the 12th Precinct Coalition and University Commons, umbrella organizations that address issues of area-wide interest. The University District is a Detroit Neighborhood Enterprise Zone (NEZ), entitling home buyers to reduced property taxes for up to 15 years. The University District Community Association consists of 15 elected Board members. UDCA functions include publishing a quarterly newsletter, maintaining a website, sponsoring a volunteer radio patrol and walking tours of the neighborhood, planning social events, snowplowing non-emergency streets, and organizing support for neighborhood schools, community-wide yard sales, and biennial Home and Garden Tours.

There are many other active community organizations throughout the area that are involved in the school. These include the following:

- \*Head Start
- \*Men of Oak Grove A.M.E. Church
- \*EMEAC
- \*The Mobile Dentist
- \*Lenscrafter's Gift of Sight Program
- \*Wayne RESA
- \*Michigan State University
- \*Anti-bullying
- \*Developing Youth for the Future
- \*Young Men & Women in Transition
- \*Think Detroit Pal
- \*U of D Jesuit High School
- \*U of D Mercy
- \*Jewish Community Volunteers

The school's enrollment is Kindergarten through 8th grade and is comprised of 572 students. The 2011-2012 enrollment reflected 600 students. There were 316 females and 344 males. Our population consists of 99% African-Americans, 0% Caucasians and 0% American-Indian, of which 459 are economically disadvantaged, 110 have learning disabilities. All students receive universal breakfast and lunch. Student enrollment decreased during the 2012-2013 academic year by 13%.

In the last three years we have moved from a teacher-led model to a more traditional model of governance. There are 45 staff members consisting of one Principal, one Academic Engagement Administrator, one Instructional Specialist, one counselor and approximately 40 instructional and non-instructional staff (8 Special Education Teachers, one art teacher, two gym teachers, and one technology teacher).

## Reform Redesign Report

Palmer Park Preparatory Academy

---

Special services available include a psychologist, two social workers, and a speech therapist. Ancillary services such physical and occupational therapies are available through the district for students who receive mandated services through an Individual Education Plan. Because of our identification as a Priority school, a Wayne RESA School Improvement Facilitator is available who supports the development, implementation, monitoring and evaluation of school improvement and reform/redesign activities and a MSU Intervention Specialist who engages the school in data dialogues in support of teaching and learning. There is team of coaches from Wayne RESA who assist in Reading, Math, Science and Social Studies.

Palmer Park Preparatory Academy has experienced changes within the last three years that include the transitioning from a teacher-led model to a traditional school with a principal. The Principal gained administrative autonomy for teacher selection and the interviewing process due to the change in the District's hiring and staff retention policies. The LSCO experienced a reduction in membership and parental involvement. Enrollment has declined from 656 last year to 572 this year and there has been a reduction of instructional staff. Decreasing enrollment shows a negative correlation with loss of teacher service, state funding and an increase in teacher to student ratio. Public safety poses a challenge due to the logistical layout of our building. One security guard is responsible for the safety of a school that logistically has a floor plan of two separate schools (Elementary and Middle). In spite of this issue, there has been a reduction in student truancy. The community has some unique challenges. There are a large number of students who are bussed to the school. The majority of the children who reside in the community do not attend our school and are bussed to the school.

## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### School's Purpose

Palmer Park Preparatory Academy is a Detroit Public School committed to excellence and uniqueness through effective pedagogy and professionalism. All decisions are based on the best interests of the students. Our learning environment provides an atmosphere that encourages each member of our community to develop a sense of personal worth, academic excellence, and personal responsibility. We are dedicated to the creation of a climate of moral awareness, social responsibility, and respect for one another. Teachers work with all students and their parents in a partnership to support this philosophy and the policies of Palmer Park Preparatory Academy.

### Vision Statement

The staff of Palmer Park Preparatory Academy are motivated participants in creating high performing learning environments. Educators utilize technology to diagnose student needs, determine individual academic plan, and work collectively using effective, rigorous teaching practices ensuring the educational success of ALL students.

### Mission Statement

The staff of Palmer Park Preparatory Academy will work in partnership with our community to educate ALL students to their maximum potential in a caring, rigorous and safe environment.

### Belief Statement

The staff of Palmer Park Preparatory Academy and its stakeholders (parents, community members, students) believe in the following:

- \* Building strong school communities through family relationships and community partnerships.
- \* Providing optimal opportunities for students to experience rigorous instruction and learning which meets their needs according to state grade level content expectations and common core standards.
- \*Setting high expectations and accountability among teachers, students, and parents.
- \*Promoting equity for students through personalized and innovative curriculum and school culture.
- \*Valuing individuals with distinctive physical, social, emotional and intellectual needs who may require special services or resources.
- \*Promoting a safe and physically comfortable environment that engages student learning and a positive school culture.
- \*Improving achievement by systematically reflecting on teaching and learning practices.

The school embodies its purpose through its program offerings and expectations for students. For example, students are involved in academic games and specialized classes such as creative writing, supplemental math, technology 21st Century courses and project based learning activities. Leadership is taught through programs like safety patrol and teacher assistance activities. Team sports are also offered like basketball, soccer and baseball and cheerleading.

Educators utilize data/technology to diagnose student needs, develop individualized academic plans, and work collectively using effective,



rigorous teaching practices ensuring the educational success of all students to complete globally. During the 2012-2013 school-year, Palmer Park showed a 7.1% increase combined growth in Mathematics and a 13.8% increase in Reading according to the 2012 MEAP Assessment.

Our administration has selected a professional and talented staff. Our school has begun to implement Professional Learning Communities which include grades K-2, 3-5, and 6-8 clusters. We've had the opportunity to work with coaches from Wayne RESA across all content areas. We are also working with members from Michigan State University to provide rigorous and relevant instruction based student scores and provide intervention strategies for those whom are below grade level.

Our school climate is also improving with the implementation of our BIC (Behavior Intervention Center). The Alternative to Suspension Program provides positive behavior intervention support for suspended students referred to the Behavior Intervention Center (classroom). This model was established at Palmer Park Preparatory Academy during the 2011-2012 school year; it is the only alternative to Suspension program implemented at a K-8 level in Detroit Public Schools. Our school has also been developing a PBIS (Positive Behavior Intervention Support) Program, in which, we have developed a matrix of student expectations. The core values center around Respect, Safety and Responsibility. Improvements in school climate will positively affect the number of suspensions and referrals to administration.

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

What has improved in the last three years is academic achievement and student behavior. The combined grade MEAP scores for the Fall 2012 year have increased by 7.1% in Math, 13.8% Reading, and 16% in Writing. The climate and culture of the building has improved and referrals for suspensions and behavior issues have declined over the last year due to use of the Behavior Intervention Programs, Incentive Programs and Positive Behavior Intervention Support. There has been an increase in extra-curricular activities such as baseball, soccer, and academic games. Palmer Park Preparatory Academy has instituted effective professional development that is vital to our school success. Through the use of PD360, Michigan Learnport, Solutionwhere and in-school training, the staff has been actively engaged in the professional development process to meet rigorous academic standards and goals. Professional Learning Communities have been developed to build grade-level collaborative relationships based on data analysis. One major strategy utilized was looping in two grade-levels (4th and 6th grades) successfully. Test scores increased in the 7th grade this year using this strategy to 29.8% in Reading and 19.5% in Math. 5th grade 2012 increased 22.7% in Reading.

Academic growth using data analysis of MEAP, DIBELS and MAP scores will continue to be a focus for improvement over the next three years. Short-term looping school-wide will be instituted K-8 based on the success of last year's data. The Next Network is a state initiated strategy for improving teacher performance through profession learning communities. They are designed to share data, experiences, technology strategies, research and successful practices that are focused on rigor, relevance and relationships for all students.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

The atmosphere at Palmer Park Preparatory Academy is safe and secure for our students to soar to their highest potential. The staff of Palmer Park Preparatory Academy is committed to work in partnership with our community to educate ALL students to their maximum potential in a caring, rigorous and safe environment. Students understand the academic and behavior expectations of our school. It is a mutual respect for success and safety that drives our stakeholders at Palmer Park Preparatory Academy.

Can a school uniform transform a school? Here at Palmer Park Preparatory we believe it can. The Dress for Success ethic and plaid uniform program displayed behind that glass case, and its impact on Palmer Park Preparatory Academy, was clearly evident among the boys and girls in the classrooms. "If we're going to impact the future, we have to dress for success," Principal Bessie Harris states.

Palmer Park Preparatory Academy is most proud of exposing our students to wealth of knowledge outside of the school. Real-world experiences are used to make text to text, text to self, and text to world connections that support academic achievement and are engrained throughout the common Core Standards. Palmer Park utilizes the local community resources such as The Detroit Institute of Arts, The Cranbrook Science and Art Museums in an effort to increase their cultural competence. Some exhibits included the African American exhibit and the Collection Tour Vault (ceramics, furniture, and textile) exhibits. Students have been provided with the opportunity to present at the Michigan Student Technology Showcase held at the Michigan State Capital to allow lawmakers, business leaders and other citizens to see first-hand how technology is used in the classroom.

The 7th grade students attended college tours at Eastern Michigan University to motivate, educate and infuse the college experience. It is getting the students prepared for colleges including neighboring University of Detroit-Mercy, Marygrove, or Eastern Michigan, all of which have already been sites of college tours.

In an effort to improve test scores and increase parent involvement in their children's education, our school hosted a Family Reading Night. Several of the Detroit Public School administrators, state and city officials attended and volunteered to read to the students. The theme was nutrition and healthy living. The 3rd and 5th grade students participated in a healthy cooking class weekly. The focus was to increase healthy choices. Palmer Park Preparatory Academy provides opportunities for students to excel in academic games. Academic games are a series of games designed to stimulate student's knowledge in a variety of contexts which include English, Math, Social Studies and Logic.

Palmer Park Preparatory Academy hosts the community's Youth Round Up. The goal of the YRU Summit, partnership is to help energize today's youth and community to ensure the implementation and sustainability of a renewed commitment to a healthy lifestyle. We want to promote growth of youth, schools, and community and its continual pursuit to live a healthier lifestyle, eliminate violence, and employ civic responsibility. The Youth Round Up/Summit helps youth learn skills to effectively problem-solve and resolve conflict.

# Transformation Redesign Diagnostic

## **Introduction**

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

## **PART A: REFORM TEAM PERSONNEL**

**Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.**

Bessie Harris, Principal, [bessie.harris@detroitk12.org](mailto:bessie.harris@detroitk12.org)  
Lewis Grady, Academic Engagement Administrator, [lewis.grady@detroitk12.org](mailto:lewis.grady@detroitk12.org)  
Sherlda Milton, School Improvement Team Chairperson, [sherlda.milton@detroitk12.org](mailto:sherlda.milton@detroitk12.org)  
Angelita Davis, Reform-Redesign Team Chairperson, [angelita.davis@detroitk12.org](mailto:angelita.davis@detroitk12.org)  
Charles McIntosh, LSCO President, [mcntshchrls@yahoo.com](mailto:mcntshchrls@yahoo.com)  
Estella Hunter, Parent Representative, [srhunterw2@aol.com](mailto:srhunterw2@aol.com)  
Sheryl Powe, Preschool-K Representative, [sheryl.powe@detroitk12.org](mailto:sheryl.powe@detroitk12.org)  
Viola Smith, K-2 Representative, [viola.smith@detroitk12.org](mailto:viola.smith@detroitk12.org)  
Charles Donlon, 3-5 Representative, [charles.donlon@detroitk12.org](mailto:charles.donlon@detroitk12.org)  
Rena Williams, Resource Team Facilitator, [renae.williams@detroitk12.org](mailto:renae.williams@detroitk12.org)  
Mikki Zachary, Resource Teacher, [mikki.zachary@detroitk12.org](mailto:mikki.zachary@detroitk12.org)  
Mark Moroni, Special Education Teacher, [mark.moroni@detroitk12.org](mailto:mark.moroni@detroitk12.org)  
Shirley Lusby, School Improvement Facilitator, [salusby1@aol.com](mailto:salusby1@aol.com)  
Mary Brown, MSU Intervention Specialist, [marylabrown@sbcglobal.net](mailto:marylabrown@sbcglobal.net)

## **PART B: TEACHING AND LEARNING PRIORITIES**

**State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)**

Palmer Park Preparatory Academy's three "big ideas" for our reform/redesign plan that are intended to change teaching and learning in our school include the following:

- \* Collaborative Inquiry Cycle
- \* Professional Learning Communities
- \* Adolescent Literacy

### **COLLABORATIVE INQUIRY CYCLE**

In order to reform teaching and learning, Palmer Park will focus on data analysis utilizing the Collaborative Inquiry Cycle advocated by Bruce Wellman and Laura Lipton in their book, *GOT DATA? NOW WHAT?* This process of holding dialogues about data consists of three stages: Activating and Engaging, Exploring and Discovering, and organizing and Integrating. As we work to shift the school culture from professional autonomy to a collaborative practice in a professional learning community, we will use the Collaborative Learning Cycle as a framework for group exploration of data. We will use the Lipton and Wellman protocol to conduct these dialogues: Activate and Engage; Explore and Discover; and Organize and Integrate.

### **PROFESSIONAL LEARNING COMMUNITIES**

The next "big idea" that will be incorporated is the development of a team-centered organization, including the full implementation of a researched-based, student-centered, professional learning community (Dufour and Dufour); designed to increase foundational capacity and effectiveness, school communication, collaboration and coherence. P3A's learning community will consist of content and grade-level clusters and will focus on increasing student achievement by best utilizing data to drive instruction, through analysis and use of best practices, and embedded professional development. Key elements of this organization will include increasing organizational effectiveness by (1) effectively aligning curriculum with desired outcomes, (2) engaging students with rigorous instruction as well as (3) using data to address the challenges of all students. The administration will support the work of the teams and their development, including their role in making decisions, establishing goals, school improvement and planning. Importantly, the school leadership will work closely with team leaders to develop the team leadership capacity necessary to clarify understanding and beliefs and to change leadership and daily practices.

### **ADOLESCENT LITERACY**

The proficiency levels of our students are below the State MEAP 2011 in all content areas (Reading, 45%; Mathematics, 24%; Science, 25%; and Social Studies, 19%.) Also, the lack of reading ability in the upper grades impacts student performance in all of the core content areas. In order to address reading deficits, we will implement research-based strategies that focus on the most effective ways to improve the reading skills of students who are learning to read as well as students who are reading to learn. These are strategies that can be used in every content area and at every grade level. These adolescent literacy strategies are detailed in the IES Practice Guide entitled, *IMPROVING ADOLESCENT LITERACY: EFFECTIVE CLASSROOM AND INTERVENTION PRACTICES*.

The five recommendations resulting from that research are as follows:

- 1) Provide explicit vocabulary instruction
- 2) Provide direct and explicit comprehension strategy instruction
- 3) Provide opportunities for extended discussion of text meaning and interpretation
- 4) Increase student motivation and engagement in literacy learning
- 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Each of these strategies has an associated set of activities that allow teachers some creative flexibility in how they will present the strategies.

### **State what data were used to identify these ideas.**

#### ACHIEVEMENT DATA

The Michigan Educational Assessment Program (MEAP) is the state-required examination for grades 3 through 9. Students are assessed in Reading, Writing, Math, Science and Social Studies. DIBELS monitors student scores for academic achievement and progress towards individualized goals. The Measures of Academic Progress (MAP) provides highly accurate measurements on reliable scales through tests backed by extensive research. It helps guide decision making at all levels and promotes individualized instruction by identifying subject matter appropriate for each student. The school uses Data Director to review all of the information. Teachers as well as administrators have access to this data warehouse. Data Director is a central data source that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. Special Education students will receive supplemental instruction through the Cambium Programs. Passport, Passport Reading Journeys and VMath provide small group instruction to enhance student learning and reduce educational deficits. These assessments provide reports and the necessary data to plan interventional strategies.

These data initiatives will guide our turnaround process by providing information that assists leadership, decision making, instructional planning and collaborative efforts to increase academic achievement. This is completed by setting goals and making immediate changes in direct instructional practices to improve academic performance. The assessment schedule is regulated by the district and should be used to re-evaluate student progress and planning strategies on a continual basis.

#### PERCEPTION DATA

WHAT WAS EXAMINED: Comments from parent, student, and staff survey results.

WHAT WAS DISCOVERED/ CONCLUDED: On-line surveys were given to parents, students, and teachers. A higher level of participation was evidenced from parents in grades 6-8. The response was lower than in grades PK-6. On-line student surveys were completed by almost the entire student body. We also conducted on-line surveys among the staff.

STUDENTS: According to the survey responses, students felt that they are learning important information to be used in real life situations. Many students feel they could benefit from more technology instruction. The elementary students (PK-5) feel safe and like this school. The middle school students (6-8) are less likely to enjoy school and feel the school is not as safe. All students state they understand appropriate behavior and rules at school; however some indicate inconsistency in enforcement and rewards for good behavior. Students feel that many students do not show the proper respect to staff members and each other.

Strengths include core curriculum subjects, knowledge of appropriate behavior, respect and care teachers express, and students' abilities to connect learning to real life. Weaknesses include technology instruction, facility maintenance and cleanliness, safety, and consistency of



school rules/procedures enforcement.

**PARENTS/GUARDIANS/CAREGIVERS:** Parents are pleased with the instructional programs. PK-6 parents are pleased with school climate and feel it is orderly and safe. 7-8 grade parents expressed safety concerns related to building access. They believe they are kept informed of their child's progress. Strengths are communication & collaboration between staff members, students and parents. Weaknesses include more security guards, building access, school lunches, library volunteers, and more teachers.

### PROCESS DATA

**WHAT WAS EXAMINED:** School Process Rubric 40

**WHAT WAS DISCOVERED/ CONCLUDED:** It was proven we have a high need to develop stronger team work and communication among our stakeholders. Inclusive of our students developing a climate of teamwork, teachers working together, and more outreach to the parents and community. We're aware our evaluation process for programs/initiatives needs to be monitored closer.

**WEAKNESSES:** Teachers and administration need to use student data to bring about change. Teachers need more support through professional development on the use of data and how to use it in the classroom to improve student learning. Inclusive of: our students developing a climate of teamwork, teachers working together, and more outreach to the parents and community.

**STRENGTHS:** In addition to effectively establishing Professional Learning Communities, P3A is continuing to develop a culture of school wide communication and collaboration opportunities, further enhancing a data-driven climate of high expectations and learning for all stakeholders. As P3A and the state shifts toward Common Core Standards, the staff has begun utilizing the many available resources including; instructional coaches, Data Director, pacing charts, professional development, and data coaching. As a result these efforts have led to the implantation of research-based instructional strategies, particularly Adolescent Literacy and Differentiated Instruction.

### DEMOGRAPHIC DATA

**WHAT WAS EXAMINED:** We reviewed our CNA 2011-2013 data analysis, enrollment information, MiStar, and parental interviews.

**WHAT WAS DISCOVERED/CONCLUDED:** 100% of the teachers are deemed highly qualified according to NCLB criteria. Of the approximately 572 students 99% are Black. 52% are male and 47% are female. 41% are 7th and 8th graders. Students with disabilities comprise 18% of all students in the building are students with disabilities. 95% of students are economically disadvantaged. SDP/A indicates grades 6-8 have the highest mobility rates; PK-5 have the lowest. The greatest challenge is attendance. A contributing factor is student behavior.

After analyzing all available data, the school needs to focus on achievement in ELA, Math, Science, and Social studies by improving the following overarching areas: technology use and instruction, attendance, and critical thinking skills.

## PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

**Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.**

The District will align the principal selection process for Priority Schools to the "two-year rule." The district conducted individual performance reviews to assess each principal's performance relative to expected outcomes and provided critical formative and summative feedback relative to using resources to improve teaching and learning. Principals were critiqued on how well they used organizational and contextual factors that impact improvements in teaching and learning in their prospective buildings. They will also be charged with using self-reflective measures to assess growth as well as personal and professional development.

The evaluation process relied significantly on student achievement growth data. The role of the principal is to serve as the administrative arm, providing support in the areas of Teaching for Learning, Leadership, Personnel and Professional Learning, School and Community Relations, and Data and Information Management. Educational research is clear that effective teachers are the single most important factor in raising student achievement.

The Principal, Bessie Harris, was hired October 2010, thus meeting the 2 year rule. She was hired with the understanding and support of the Reform/Redesign model. Ms. Harris is being given maximum flexibility in the decision-making process and great latitude in the development of the goals and the objectives.

The principal evaluation process is based on the following components:

- \*Core Competencies that define Effective Leadership
- \*Focus on Learning
- \*Monitoring Teaching and Learning
- \*Building Professional Learning Communities
- \*Acquiring and Allocating Resources
- \*Maintaining a Safe Learning Environment
- \*Effective Engagement with Families and External Community
- \*Data-Driven Outcomes
- \*Guidelines for Evaluation Leadership Practice
- \*System of Professional Development and Support
- \*Self-Assessment
- \*Accountability

The number one role of the principal is to promote, support and sustain measurable improvements in teaching and learning. To achieve this there must be a firm belief that all children can succeed. Improving teacher skills by effectively using data to drive achievement-focused teaching must be prevalent.

Ms. Bessie Harris exceeds the criteria for a principal in a redesign model under the two-year rule as evident by setting consistent, clear, high expectations for student achievement; holds staff accountable for reaching goals using research-based practices; and supports staff in building skills necessary to meet goals and create opportunities for teachers to improve. She is constantly working on improving relationships throughout the school (administrator to teacher, teacher to teacher, student to teacher and student to student-and with the

community). Ms. Harris frequently observes classroom instruction and often spontaneously observes research-based practices weekly. Through the creation of professional learning communities, she has improved the climate and motivation of the entire staff.

**Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.**

Teacher Evaluation is a yearlong opportunity for teachers to develop, refine, rejuvenate and reflect upon their teaching practice in: pedagogical skills, student growth, classroom management, relevant special training, and educator responsibilities. The following information will help the evaluator and the teacher successfully implement the Teacher Evaluation process.

Principals in-service their teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher is requested to complete a Professional Learning Plan or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation 360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct an initial meeting (post-observation) with the teacher to complete the following:

- \* Review your observation with the teacher
- \* Review the teacher's PLP and make recommendations
- \* Administrator and/or designee and the teacher sign the PLP
- \* Provide the teacher access to the evaluation materials: rubric, observation form, etc...
- \* Help review the list of possible assessments to use as measures of tracking student growth
- \* Teachers should select a minimum of two data sources.

During the months of November through April, teachers are provided with support and assistance. Administrators and teachers can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. Administrators can also recommend PD360 videos to support professional growth and conduct additional walkthroughs and/or observations as needed/desired. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers should be encouraged to continue implementing their PLP's, collecting artifacts and documentation to support each core element.

Beginning in April, observers should begin conducting their end-of-year observations utilizing the End of Year Teacher Evaluation form. Each administrator must conduct a conference with their teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness Label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher. Student growth will encompass 30% of teacher evaluations.

Throughout the year, teachers should continue to collect artifacts and documentation of their professional growth and fine tune their professional learning plans.

The relationship between the Professional Learning Communities and the principal, allows our teachers and administration to collaborate on teacher quality and student growth continually.

The Detroit Public Schools have formulated a Professional Learning Plan format for teachers that consist of five core elements. These elements include demonstrated pedagogical skills; student growth as a predominant factor; classroom management; relevant special training; and educator responsibilities. Teachers select several categories in which to reflect their personal progress. Additional components for evaluation include:

- \* Outcomes-driven (reflective of student growth)
- \* Evidence-based (reflective of student growth)
- \* Guidelines for evaluation of teacher practice
- \* System of professional development and support
- \* Self-assessment
- \* Accountability
- \* Designated timelines for achievement

Currently a schedule of walk-throughs, observations, and individual teacher conferences has been established. Any teacher not meeting the criteria shall receive either intensive support to assist in meeting performance standards or will undergo the process leading to non-reappointment/non-renewal.

Please attach a copy of the Evaluation Tool in Appendix A of this template.

**Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.**

The identification to reward school leaders, teachers and other staff will be related to placement on the Top to Bottom list for the following school year. As school communities improve their ranking, they will become eligible for a reward. The reward could include a multi-year contract for principals or if budgets can support bonus recognition for other staff.

Palmer Park Preparatory Academy staff will have an opportunity to apply for additional classroom funding for supplies and materials that will increase student achievement based on the district's successful teacher criteria as follows:

- \* Measurable improvements in student and staff attendance
- \* Performance on standardized tests
- \* Overall student grade point averages
- \* Maintaining Adequate Yearly Progress

Teachers may apply for release time to attend conferences. If budgeting allows, these teachers may have registration and lodging fees reimbursed as well. Staff and Teacher appreciation week and time during staff meetings will be held to acknowledge accomplishments toward increasing student achievement. The school's staff appreciation week will include a banquet and nominal gifts.

Staff will be participating in the PD360 professional development program and courses through SolutionWhere to increase student achievement. This allows teachers to further develop areas of weakness as well as cultivate leadership qualities. Teacher leadership responsibilities will be rotated among qualified staff. Any teacher who wishes may participate in the Leadership Team.

Removal of staff found in this circumstance will be removed based on the Top to Bottom ranking for the following year using the evaluation process for respective staff. Teachers who are deemed unsuccessful are subject to the school district's policy. Leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes will be released from the school. The district will then place those teachers elsewhere as they deem appropriate or release them from the district.

**Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.**

During the 2012-2016 school years, Palmer Park Preparatory Academy will provide staff with ongoing, high quality, job-embedded professional development aligned with our school's comprehensive instructional program. These professional developments are designed with the input of school staff to ensure that instructors can facilitate effective teaching and learning and have the capacity to successfully implement Adolescent Literacy, the Collaborative Inquiry Cycle and Professional Learning Communities. The focus of all professional development is to ensure quality learning through the analysis of student data and identifying solutions to assist with day-to-day instruction. There is a district mandated Professional development schedule. This schedule allows for teaching staff to choose from several options as to what training they receive. Attendance is monitored by the district. The impact of Professional Development for teachers is evident and reflected in increased student achievement and Professional Learning Communities. Assessing the impact of teacher development is accomplished by analyzing student performance data both pre and post-test and finding solutions grounded in day-to-day practices.

Continuous professional development will also allow opportunities for teachers to receive individualized feedback in the forms of peer and instructional coaching. Colleagues will assist in building pedagogical capacity in each other by sharing their newfound knowledge and classroom practices. This in turn allows teachers to take the strategies learned back to the classroom and become more skilled in the delivery of instruction. Through the support of consultants contracted by the district, we receive onsite support based on teacher needs, as well as online video tutorials provided by our various vendors. In particular, we use PD 360 which is a nationally recognized professional development site that provides a wealth of knowledge in classroom best practices and a forum for teachers. This online tool encourages collaboration on strategies for effective instruction. Palmer Park Preparatory Academy staff also receives "elbow-to-elbow" support from Wayne RESA coaches and our reading reform model national coaches. Other resources utilized to enhance professional development in our staff include: Michigan Learnport, Solutionwhere, Renaissance U, and Member Center. These online supports serve to promote teacher retention, promotion and increase student achievement. Michigan Learnport is a professional learning website hosted by the State of Michigan. Teachers are provided continuing education credits, which are posted to the SCR, Secure Central Registry system. Teachers must have continuing education credits to remain certified with the State of Michigan. Solutionwhere is a professional development information website. This site also provides access to the SB-CEU/SCEC Program and the Individual Professional Development Plan online tool. Renaissance U is an online data consultancy that provides yearlong support to teachers. Member Center is an online data collection portal where student data can be analyzed and modified for instruction. These programs support professional learning communities, rigorous and engaging lessons, and collaboration and interactive exercises to improve instructional practices. Teachers who are experiencing instructional challenges are encouraged to work one-to-one with grade level cohorts, Special Education Resource Support staff, the instructional leadership team members and administrators specifically on areas of challenge.

Administrators receive professional development to broaden their skills and provide more instructional, operational and visionary leadership. They utilize walkthroughs, observations, and lesson plan review to assess the skills developed by teachers following professional

development training sessions. Administrators will also assess the impact of professional learning. Our administrators also meet individually with teachers to discuss their annual professional learning plans so as to encourage growth and provide opportunities in the areas selected as goals for growth. As we move to increase student achievement on standardized tests for the State and at the National level, a district wide assessment (NWEA-MAP) and other assessment suites have been adopted that will enable staff to diagnose, monitor, and increase student achievement through the utilization of data to modify and enhance instruction. Decisions for the professional development were based upon the needs of the building-level staff members as determined by teacher online surveys, staff meeting dialogue and PLC's, and the analysis of the data collected from the standardized assessments.

Teachers participate in internal professional development during staff meetings, preparation periods, and professional development days led by teacher teams using online resources and virtual workshops. Twenty First Century tools such as Google docs, Power Point, SKYPE, Microsoft applications such as, Word and Excel are used to integrate technology into the curriculum. Student data from the MEAP, STAR Reading and Math, and Measures of Academic Progress (MAP) assessments are used to determine the direction of teacher development.

Please attach a copy of the Professional Development calendar into Appendix B

**Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.**

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

The District has a strategic focus on recruitment with most activities supplemented through face-to-face recruitment visits concentrated on new sources for applicants. Job fairs, presentations at teacher training institutions and regional meetings are typical. Transformation schools will benefit from sustainable relationships with institutions of higher education to recruit highly qualified individuals through traditional and alternative certification routes.

The Transformation/Turnaround Schools with support from the TAD will enhance its university partnerships and expand upon its community based relationships for the purpose of sourcing highly effective teaching staff.

**Project Pathways Transition to Teach Grant Program**

A partnership initiative between Wayne State University (WSU), the Detroit Public Schools (DPS) and the Detroit Federation of Teachers (DFT) designed to expedite the opportunities for current non-certified employees to obtain teacher certificate and ultimately increase the certified teacher pool for the district. Project Pathways will assist the Transformation Schools in increasing the pool qualified teachers.

**Michigan State University's Urban Immersion Teacher Program**

Designed as a seven-week immersion experience, fellows work with the DPS Transformation Schools, youth and families. The intent of this collaborative effort is to facilitate the readiness of teacher candidates to provide future leadership in urban education; which will facilitate access, by DPS, to a talent pool for future employment recruitment. All fellows are assigned a master teacher/supervisor, engage in orientation and reflective seminars, as well as receive in-depth exposure to DPS, Transformation Schools, community and resources.

**District-University Student Teacher Program**

The Student Teacher Program is designed to attract pre-service teachers from the Detroit-area universities, as well as in and out-of state

schools of education, by offering support through the final phase of the traditional teacher certification process. They are lead and mentored by Transformation School's Cooperating Teachers.

### Promotional Opportunity/Career Growth

The Transformation schools have numerous career path opportunities with regard to the advancement of Teachers. The positions include both instructional and Administrative responsibilities. Growth and/or Career Opportunities include, Cooperating Teachers, Coaches, Instructional Specialists, Instructional Technologist, Academic Engagement Officer, Assistant Principals and Principals.

### Flexible Working Conditions

The Transformation/Turnaround Schools with the support of the District's Compensation and Benefits Department will enhance retention strategies by re-evaluating the existing compensation program and determine inequitable practices and making adjustments as appropriate. There are plans for the incorporation of a wellness program, addressing the needs of the District's aging Teacher population. Additional efforts are being made to enhance the existing Family Medical Leave program, through the incorporation of earned vacation time for absences occurring within such period. Continuous use of the sick leave donation program will assist with retention efforts for Teacher struggling with medicals related factors.

Palmer Park Preparatory Academy will implement strategies such as, increased opportunities for promotion and career growth, and/or flexible-working conditions designed to recruit and retain staff to meet the needs of students in a transformational school utilizing local, state, and federal resources. Staff development will be conducted on an ongoing basis. Teachers will contribute collaboratively to the gathering of resources directed toward student achievement and professional growth.

Palmer Park Prep will encourage staff members to participate in professional development using Michigan Learnport, PD360, the NEXT network and Solutionwhere.com to promote teacher retention, promotion and increase student achievement.

Teachers will also participate in internal professional development during staff meetings, common preparation period, and professional development days, led by teacher teams using online resources and virtual workshops. 21st century tools such as Google docs, Power Point, SKYPE sessions, Google Earth, Microsoft applications, etc. will be used to integrate technology into the curriculum. Student data from the MEAP, STAR Reading and Math, DIBELS, Burst, and Measures of Academic Progress assessments will be used to determine the direction of teacher development.

The school uses flexible working conditions will retain and recruit staff by highlighting strategies such as looping; collaborative teaching; push-in with Lead Teachers, Resource Support Staff and Technology Teacher; and preparation periods for cooperative planning will directly impact student achievement by targeting Common Core Standards that were not met. Surveys are conducted frequently by teachers, parents and students to determine the perception of our customers and service improvements are based upon the recommendations received. The Professional Learning Communities provide opportunities to identify concerns and to develop solutions to address critical issues. Teachers are given the opportunity to selecting textbooks and instructional materials, writing curriculum, recommending students for Title I and other special academic services, making budget decisions, writing curriculum, designing staff development activities, and setting standards for student behavior and discipline.

Teachers will be encouraged to increase their participation in professional networks and organizations such as Michigan Association for Computer Users in Learning (MACUL), International Reading Association (IRA) and Association for Supervision and Curriculum Development (ASCD) in order to build positive affiliations that will increase teacher quality. These organizations promote professional growth to meet the deficits of students across Common Core Standards.

## PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

**Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.**

Palmer Park Preparatory Academy uses multiple data sources, such as MEAP, NAEP, MAP, and STAR reading and math assessments. These assessments are part of the regular assessment suite administered by Detroit Public Schools. The Detroit Public Schools developed benchmark assessments that Palmer Park Preparatory Academy will use at least three times a year to set baseline standards to determine progress toward standards-based objectives. MAP and STAR assessments will identify which students are in need of strategic intervention in kindergarten through 8th grade. Assessments for Palmer Park Preparatory Academy will also include pre/post-tests to assess student mastery of standards-based objectives. Pre-tests and post-tests are administered to all students in all grade levels and subjects covered by the unit of instruction. The grade level teams reviews results from the pre-test and post-tests.

Our staff is committed to consistently using data to inform tiered instruction for all students with an emphasis on improving adolescent literacy. Palmer Park Preparatory Academy uses a research-based program which links the instruction to data disaggregated by subject, grade and subgroups. Adolescent Literacy is addressed through explicit vocabulary instruction; direct and explicit comprehension strategy instruction; and opportunities for extended discussion of text meaning and interpretation. Our Professional Learning Communities analyze and interpret data to identify and prioritize underlying causes of low student performance and to inform instructional practices for the upcoming quarter. Small homogenous groups of children will meet in Literacy Groups to focus on all components of reading and writing. We use research-based instructional tools that are aligned with the common core standards, MEAP, and the assessment suite identified by Detroit Public Schools. Student success is determined by classroom teacher's judgment of student performance in the classroom and students' successfully mastering measures of literacy achievement as determined by common core standards and standardized assessments.

Our school has implemented a mastery-learning model. Research shows mastery learning heightens student achievement. To support mastery learning and its focus on clear learning targets for students, we use a gradual release instructional model, which involves effective modeling, focused guided practice, independent practice, and subsequent application of the learning by students. Independent practice includes the effective use of feedback to improve student learning and increase student motivation. Therefore, instructional methods are congruent with individual needs. To ensure that students' individual needs are addressed, quarterly assessments are administered to determine new homogeneous groups. Ultimately, instructional strategies will raise student achievement and decrease the number of students performing below grade level.

The Instructional Specialist and Professional Learning Communities disaggregate data and support the development of instructional learning cycles and common formative assessments.

These formative assessments include resources from DPS curriculum pacing guides, as well as teacher generated formal and informal assessments. The information from this data will drive the planning of tiered instruction to meet specific needs of students, ultimately resulting in mastery of clear learning targets.

**Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.**



Palmer Park Preparatory Academy uses formative and summative assessments as data at all levels of instruction. Formative and summative assessments are developed as part of the professional development delivered during the school year. Teachers develop interim formative assessments to gather data as to how students are grasping a particular concept in addition to summative assessments provided by the curricula. Palmer Park Preparatory Academy has adopted a researched-based whole school reading reform model designed to teach strategies and skills through systematic and explicit instruction, while also incorporating high levels of student engagement. Students learn in a cooperative group setting and guide much of their own learning. The reading program provides a wealth of data for the staff at shorter intervals to guide instruction. Based on this data, students are taught in smaller groups at their instructional grade level. Everyone reads at the same time. Groups are flexible and may change based on the summative data collected at the end of each cycle. Support staff provides individualized instruction for students at all levels. Additionally, teachers have access to their data daily through an electronic management system. The data allows teachers to set daily goals and monitor implementation and progress. In the pre-K program, teachers use the observation checklists and the assessments provided through the early childhood department. All strategies and skills are arranged from simplest to the most complex to provide a logical and efficient method of learning. Systematic teaching and teacher modeling is done throughout all grade levels. Daily lessons are designed based on standards and the results of assessment data.

Palmer Park Preparatory Academy provides teachers with timely reports from standardized and objective-based tests results. Teachers access data through the use of an electronic reading management system. The district's Data Director stores all of the information and teachers as well as administrators have access to this database. Data Director is a central database that includes student's test scores, placement information, demographic information, attendance data, behavior indicators, and other variables useful to teachers.

Teachers use the Instructional Learning Cycle (ILC) to monitor student progress. The ILC process is a defined structure that promotes collaboration and collective responsibility within a teacher team by conducting short-term learning cycles that focus on specific, targeted strategies. Included in the process are pre-tests, data analysis, implementation of targeted strategies, post-tests, and a series of collaborative discussions held by grade level or content area teachers.

## **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

**Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.**

A master schedule has been established that allows for 2 periods in both math and literacy. There are at least 120 minutes of reading instruction and 90 minutes of math instruction per day. A schedule of educational field trips for students to enhance their educational experiences throughout the school year has been established. A Literacy Coach is provided to provide instructional support, interpret data and monitor progress. Netbooks have been provided from the district for all teachers as well as students in grades 6-8 to improve technology incorporation in plans and daily lessons. Smartboards, document cameras and LCD projectors are in each classroom to ensure student engagement and interactive lessons. Positive Behavior Support is integrated in the school as well as an intervention room to reduce suspensions and provide individualized tutoring, focused at the middle school level.

Comprehensive teacher evaluations will ensure instructional strategies are based on best practices and offer students academic rigor of high expectations. In order to reach these goals we will be working with Wayne RESA. Wayne RESA will provide assistance through a process mentor.

During the instructional day, students receive additional targeted instruction in deficit areas identified through data analysis. Student data is examined regularly and teachers determine which strategies are most effective and which need further refinement. Special education students also use Voyager Reading, VMath, Vocab and Reading Journeys, virtual on-line enrichment programs, both in and out of school to provide enrichment and reinforcement for targeted areas of weakness.

All students at Palmer Park Preparatory Academy 6th-8th grade may participate in after school tutoring under the 21st Century Program in the core content areas of math and language arts for two hours daily. One hour is devoted to math enrichment and reinforcement and the other hour is devoted to improving reading comprehension and writing skills. Additionally, they are provided after school enrichment activities of cheerleading, basketball and baseball.

Reading and math teachers receive professional development on district initiatives through the Solutionwhere website. This allows for flexible and individually tailored professional development experiences for teachers. Research shows that professional development individually targeted at identified areas of weakness improves classroom practices.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

**Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.**

A master schedule has been established that allows for 2 periods in both math and literacy. There are at least 120 minutes of reading instruction and 90 minutes of math instruction per day. A schedule of educational field trips for students to enhance their educational

## Reform Redesign Report

Palmer Park Preparatory Academy

---

experiences throughout the school year has been established. A Literacy Coach is provided to provide instructional support, interpret data and monitor progress. Netbooks have been provided from the district for all teachers as well as students in grades 6-8 to improve technology incorporation in plans and daily lessons. Smartboards, document cameras and LCD projectors are in each classroom to ensure student engagement and interactive lessons. Positive Behavior Support is integrated in the school as well as an intervention room to reduce suspensions and provide individualized tutoring, focused at the middle school level.

Comprehensive teacher evaluations will ensure instructional strategies are based on best practices and offer students academic rigor of high expectations. In order to reach these goals we will be working with Wayne RESA. Wayne RESA will provide assistance through a process mentor.

During the instructional day, students receive additional targeted instruction in deficit areas identified through data analysis. Student data is examined regularly and teachers determine which strategies are most effective and which need further refinement. Special education students also use Voyager Reading, VMath, Vocab and Reading Journeys, virtual on-line enrichment programs, both in and out of school to provide enrichment and reinforcement for targeted areas of weakness.

All students at Palmer Park Preparatory Academy 6th-8th grade may participate in after school tutoring under the 21st Century Program in the core content areas of math and language arts for two hours daily. One hour is devoted to math enrichment and reinforcement and the other hour is devoted to improving reading comprehension and writing skills. Additionally, they are provided after school enrichment activities of cheerleading, basketball and baseball.

Reading and math teachers receive professional development on district initiatives through the Solutionwhere website. This allows for flexible and individually tailored professional development experiences for teachers. Research shows that professional development individually targeted at identified areas of weakness improves classroom practices.

Attach a copy of the daily school schedule, teacher collaboration schedule and a copy of a student schedule that demonstrates increased time in Appendix C

## PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

**Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.**

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. The operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates.

Detroit Public Schools will ensure that each Priority school receives ongoing and intensive technical assistance to support their school turnaround efforts. Detroit Public Schools is committed to providing all Priority Schools with a high level of differentiated support based on their school's need. DPS has established an Office of School Turnaround that includes the following:

- \* Instructional Specialists to provide coaching in data-analysis, strategic planning, differentiated instruction, scheduling, student engagement, and strategic family/community planning aligned with the SIG.
- \* Designated individuals in the Office of Grand Compliance and the Office of Procurement and Logistics to assist school in aligning resources to support school improvement initiatives.

**Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.**

### Assistant Superintendent

The District has created an Office of School Turnaround which includes two Assistant Superintendents for Priority Schools. The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

### Priority School Coaches

Priority School Coaches are responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

### Grant Compliance Officer

The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

Detroit Public Schools will provide extensive monitoring. Five Reform/Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/Redesign Monitors will monitor the implementation of 6-7 schools. The Reform/Redesign Monitors will utilize a tiered approach to

---

monitoring. This includes:

- \* Frequent Site Visits
- \* Required Data Reporting
- \* Formal Quarterly Benchmark Meetings

The monitors will evaluate local progress and provide guidance to the district level in meeting the student achievement goals and the selected intervention models. Monitors will submit monthly reports to the Office of School Turnaround detailing the school's efforts and progress. Feedback will be utilized to guide the level of professional development and type of technical support based on the school data. Detroit Public Schools will continue to seek the support offered through Michigan Statewide System of Support and School Reform Office.

# Assurances Report

## Michigan Department of Education Assurances

### Priority Assurances

Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	<u>Attachment: District Evaluation Process</u>
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	<u>Attachment: PD Calendar</u>
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	<u>Attachment: School Calendars</u>
Our school provides additional time to improve student learning and engagement through enrichment activities for students.	Yes	<u>Attachment: Enrichment Activities</u>
Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects.	Yes	<u>Attachment: Teacher Collaboration</u>
Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan.	Yes	<u>Attachment: MOU</u>